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IDENTIFIERS Canada College CA

ABSTRACT

Designed to illustrate administrative structures and processes at Canada College (CC), in Redwood City, California, this report provides flow charts, sample worksheets, and explanatory information related to college governance, program self-assessment, and planning and budgeting. The first section, "College Governance Model," provides an outline of the policy and procedures for academic governance at CC, focusing on the college's governing philosophy and purpose, a proposed college council, rules of meetings, clerical support for the council, policy and procedure changes for the council, scope of council decisions, and the process for consideration of unresolved budgetary and planning issues. The next section, "Internal Program Planning and Budgeting," provides flow charts and planning worksheets for "Instruction Programs" and "Student Services Programs," respectively. The materials presented include flow charts describing the master planning process model and the planning, budgeting and governance model; program review worksheets for 1992-1993, used to define program philosophy, identify the type of students to be served, and provide an assessment of the previous year's goals; worksheets for program plans and objectives for 1993-1996, for use in defining program goals and objectives, plans for retention, goals for students and staff, and changes in facilities, equipment, and curricula; a worksheet for budget projections for 1992-1996; and a glossary of planning terms. The section on student services features an additional glossary of student services terminology. The final section provides flow charts depicting governance and budgeting procedures, as well as lists of general and long term goals for CC. (MAB)

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# 1992 Annual Convention
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## "College Governance, Program Self-Assessment, Planning and Budgeting"

**Presented by**

**Carole Bogue-Feinour**
Vice President Instruction
**Bruce Edmonds**
President, Faculty Senate
**Olivia Martinez**
Vice President, Student Services
**Debbie Clark**
President, Classified Council

**M. Douglas Kechter**
President, Cañada College
**Grace Adams**
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**David Eakin**
President, College Council
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District Student Trustee

JC930251



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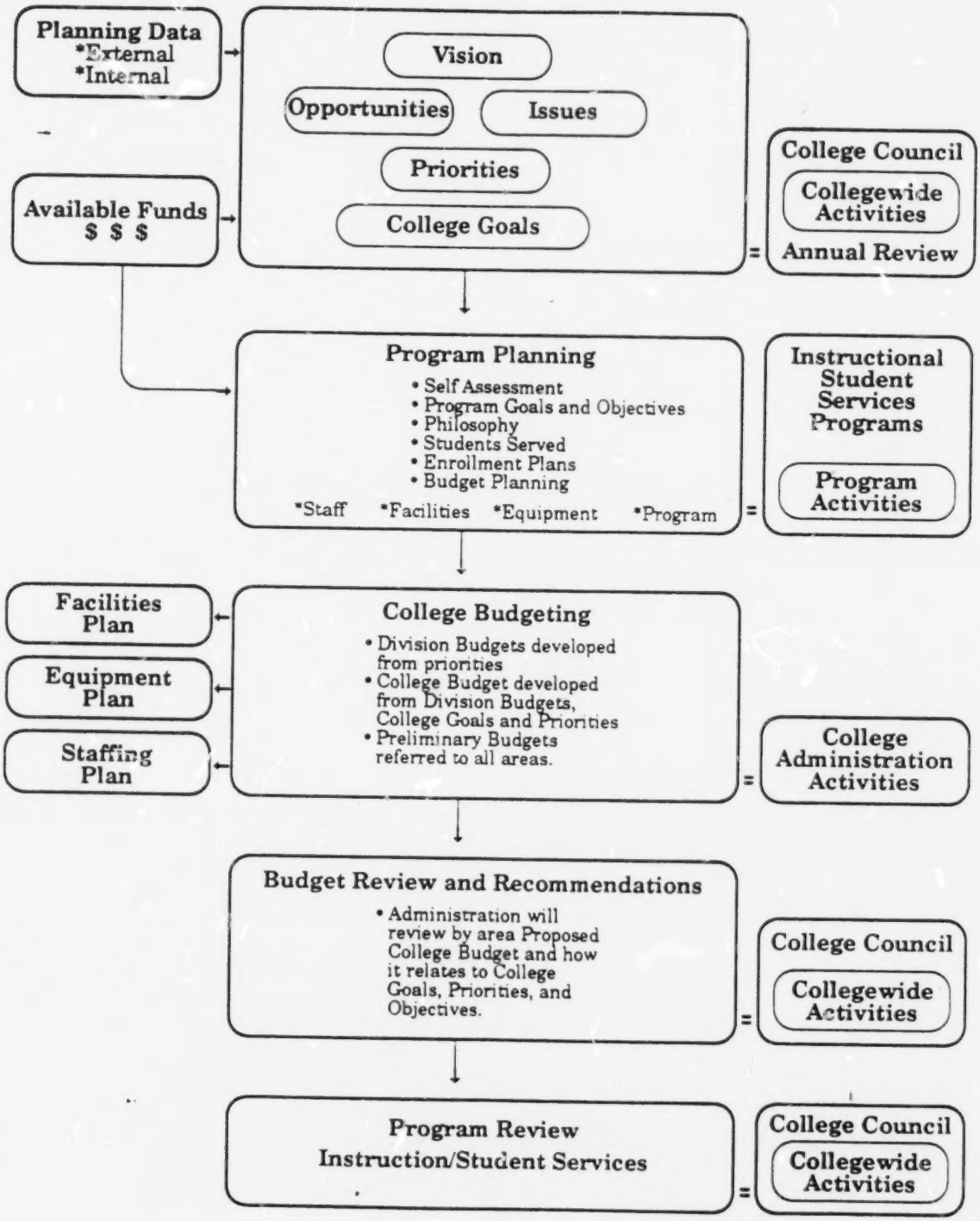
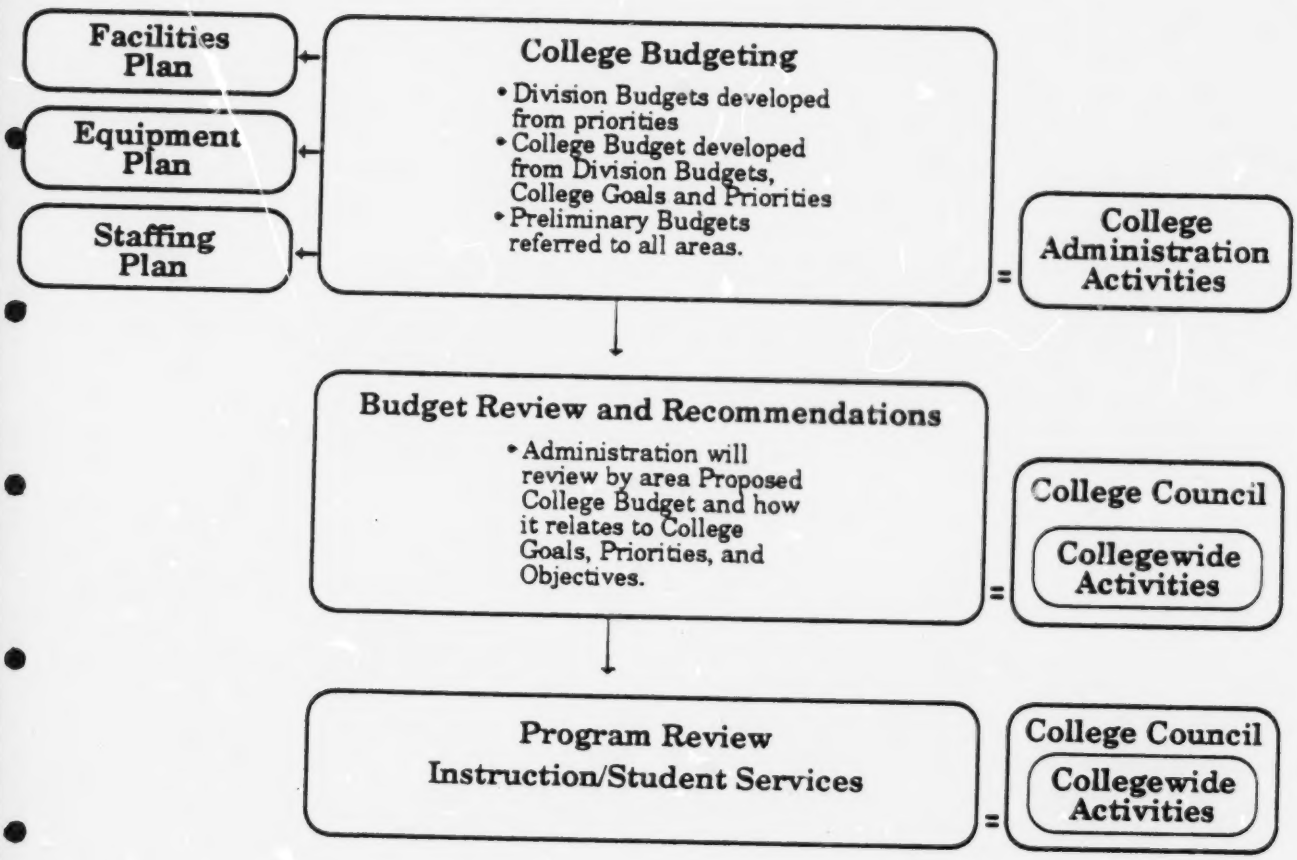
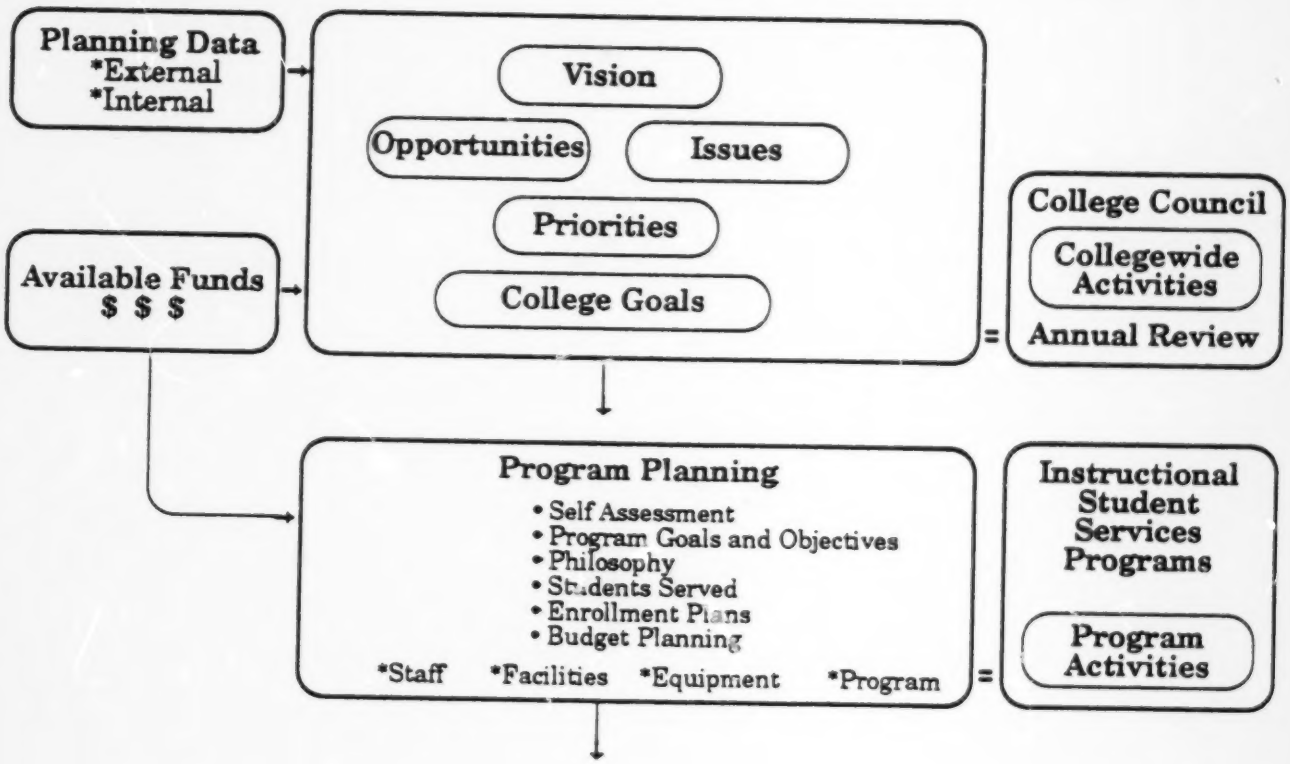
# Cañada College
# Planning, Budgeting, and Governance




Facilities Plan
Equipment Plan
Staffing Plan
College Budgeting
• Division Budgets developed from priorities
• College Budget developed from Division Budgets, College Goals and Priorities
• Preliminary Budgets referred to all areas.
=
College Administration Activities
Budget Review and Recommendations
• Administration will review by area Proposed College Budget and how it relates to College Goals, Priorities, and Objectives.
=
College Council
Collegewide Activities
Program Review
Instruction/Student Services
=
College Council
Collegewide Activities

# Cañada College
# Planning, Budgeting, and Governance



CAÑADA COLLEGE
Long-Term Goals - (3-5 Years)

Transfer

Increase the number of students who transfer. Recruit and improve transfer rate of under-represented students.

Retention

Increase the number of units students complete.

Technology

Implement changeover in computing software and hardware in keeping with the District ITS plan.

Facilities/Equipment

Plan for building maintenance and equipment replacement.

Diversity

Increase sensitivity of campus community (administration, faculty and staff) to changing student needs.

Outreach

Expand weekend college courses.
Develop a functioning Alumni Association.

Planning/Budgeting

Maintain stable budget planning process and keep college community informed.
Maintain college budget planning accountability.
Continue to develop and refine a collegewide model for Program Review and continuous planning.

Innovation

Develop a child care plan for children of Cañada College students.
Implement Learning Skills Center.

Resources/Linkages

Continue to explore entrepreneurial opportunities:
- Grants
- Partnerships
- Contracts
- Foundations

Develop community-based programs using redevelopment funds.

Diversity

12. Improve campuswide cultural awareness in programs.

13. Implement an outreach plan to under-represented populations of students.

Technology

14. Implement changeover in computing software and hardware in keeping with the District ITS plan.

CANADA COLLEGE
Goal Statements - 1992/93

Governance

1. Continue to develop and refine a shared governance model - including a College Council.

2. Improve communication, College team building and unity.

Staff Development

3. Focus Staff Development funds on institutional priorities of teaching, learning and student success.

Resources/Linkages

4. Explore and develop entrepreneurial opportunities through increased contract classes, foundation and grant applications and partnerships with business and industry.

5. Implement plans for Menlo Park Redevelopment Project.

Retention

6. Develop a plan for the implementation of a comprehensive student services and instructional support system for underprepared and under-represented students including child care.

Planning

7. Continue to implement and refine models for effective strategic planning and budgeting, incorporating accountability and the use of data to make decisions on resource allocations.

8. Develop a Collegewide, comprehensive Program Review model in keeping with Districtwide guidelines.

9. Develop Collegewide consensus of program priorities guided by stated mission goals and Vision 2000.

Innovation

10. Continue to plan, develop and implement a College Learning Skills Center incorporating tutorial services and faculty participation.

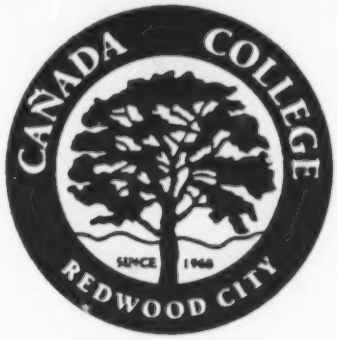
11. Use VATEA funding to plan, develop and implement a Job Placement Center.

Information Systems

Continue to provide data and information for institutional planning.

Staff Development

Continue to define Staff Development for College faculty, staff, and administrators.
Develop a goal or theme for Staff Development.



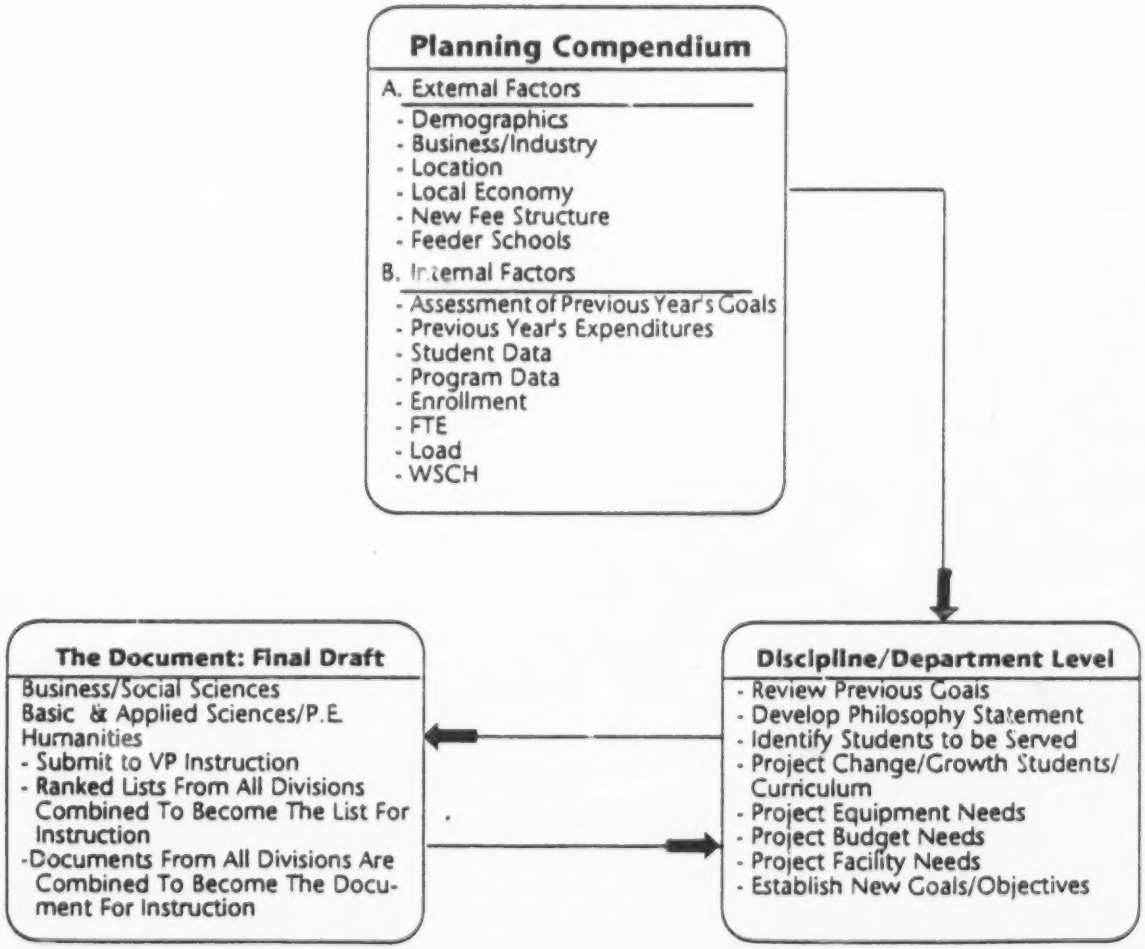

# College Governance
# Development of a College Council

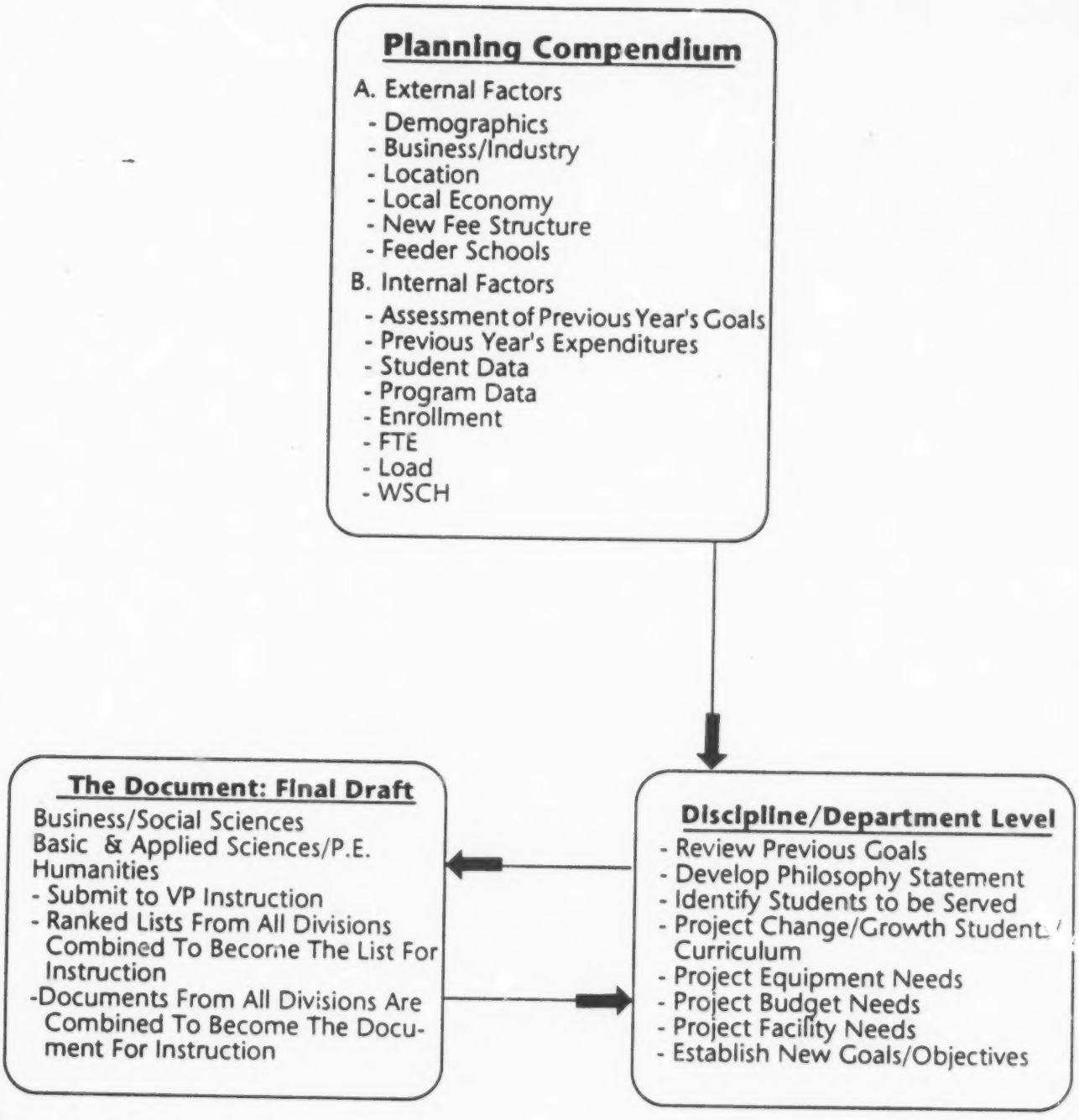
- Governing Council/the Academic Senate
- Curriculum Committee
- Professional Personnel Committee
- Student Services Committee

**Shared Governance Committee**
1 - Humanities
1 - Basic & Applied Sciences
1 - Business/Social Sciences
1 - Student Services
1 - Adjunct Faculty

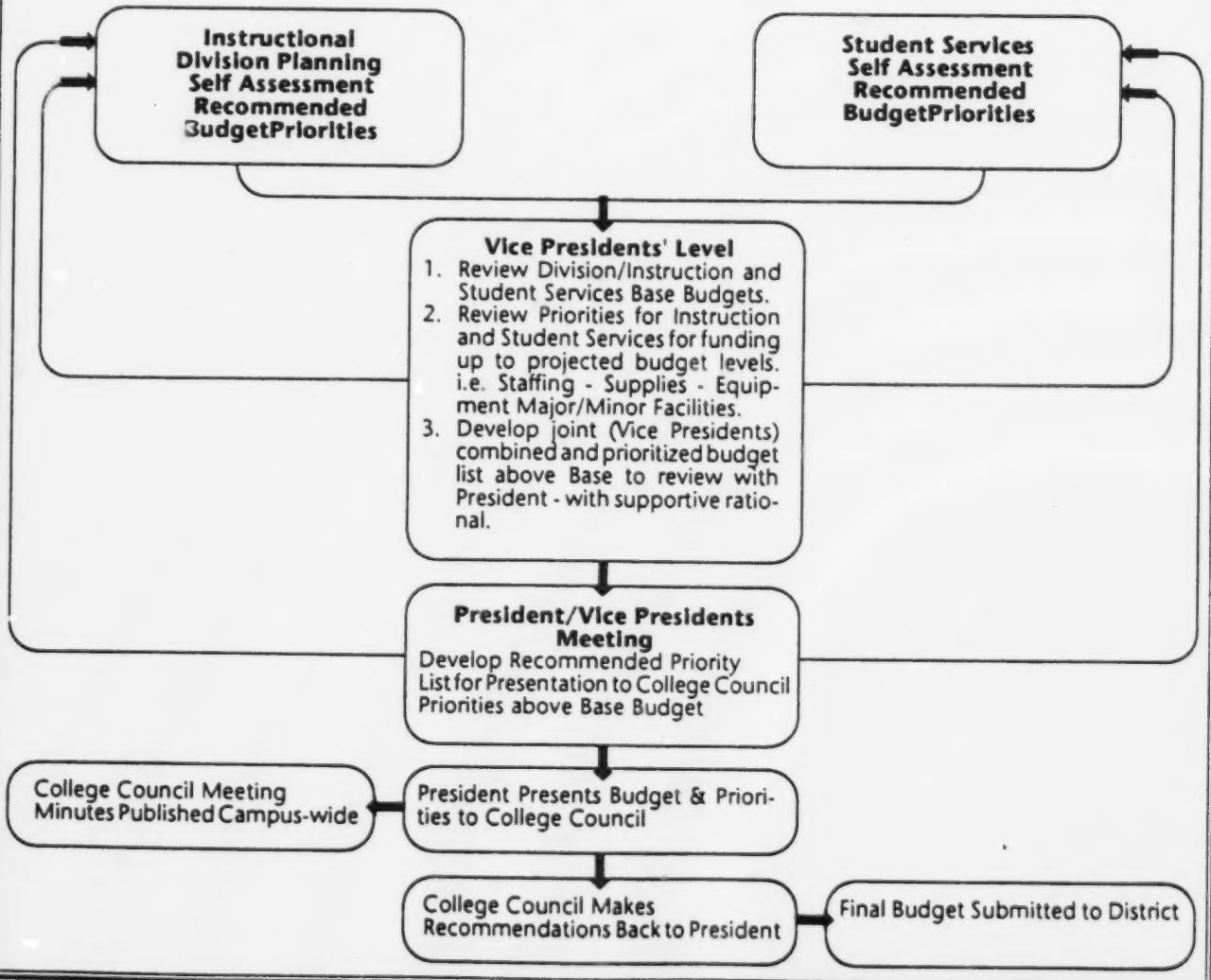
**College Council Membership**
**(Faculty Chair)**
5 - Faculty (shared Governance Committee)
3 - Classified Staff
2 - Students
2 - Administrators
(College President ex-officio)

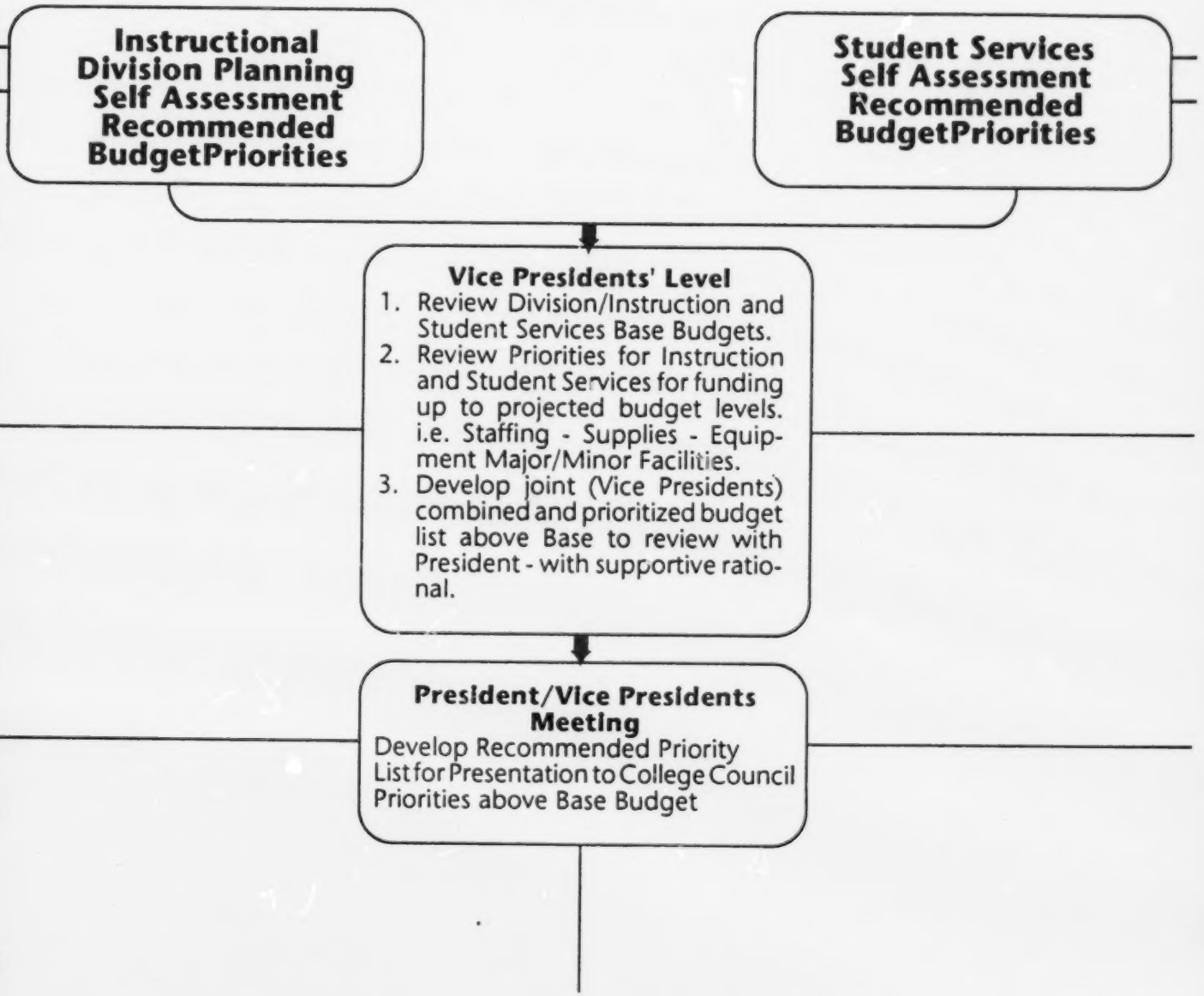
# Instruction
## Division/Department Planning Budgeting Process




Planning Compendium
A. External Factors
- Demographics
- Business/Industry
- Location
- Local Economy
- New Fee Structure
- Feeder Schools
B. Internal Factors
- Assessment of Previous Year's Goals
- Previous Year's Expenditures
- Student Data
- Program Data
- Enrollment
- FTE
- Load
- WSCH
Discipline/Department Level
- Review Previous Goals
- Develop Philosophy Statement
- Identify Students to be Served
- Project Change/Growth Student
Curriculum
- Project Equipment Needs
- Project Budget Needs
- Project Facility Needs
- Establish New Goals/Objectives
The Document: Final Draft
Business/Social Sciences
Basic & Applied Sciences/P.E.
Humanities
- Submit to VP Instruction
- Ranked Lists From All Divisions
Combined To Become The List For
Instruction
-Documents From All Divisions Are
Combined To Become The Docu-
ment For Instruction

# Planning and Budgeting
## Vice Presidents' Level


Instructional Division Planning Self Assessment Recommended BudgetPriorities
Student Services Self Assessment Recommended BudgetPriorities
Vice Presidents' Level
1. Review Division/Instruction and Student Services Base Budgets.
2. Review Priorities for Instruction and Student Services for funding up to projected budget levels. i.e. Staffing - Supplies - Equipment Major/Minor Facilities.
3. Develop joint (Vice Presidents) combined and prioritized budget list above Base to review with President - with supportive rationale.
President/Vice Presidents Meeting
Develop Recommended Priority List for Presentation to College Council Priorities above Base Budget
College Council Meeting Minutes Published Campus-wide
President Presents Budget & Priorities to College Council
College Council Makes Recommendations Back to President
Final Budget Submitted to District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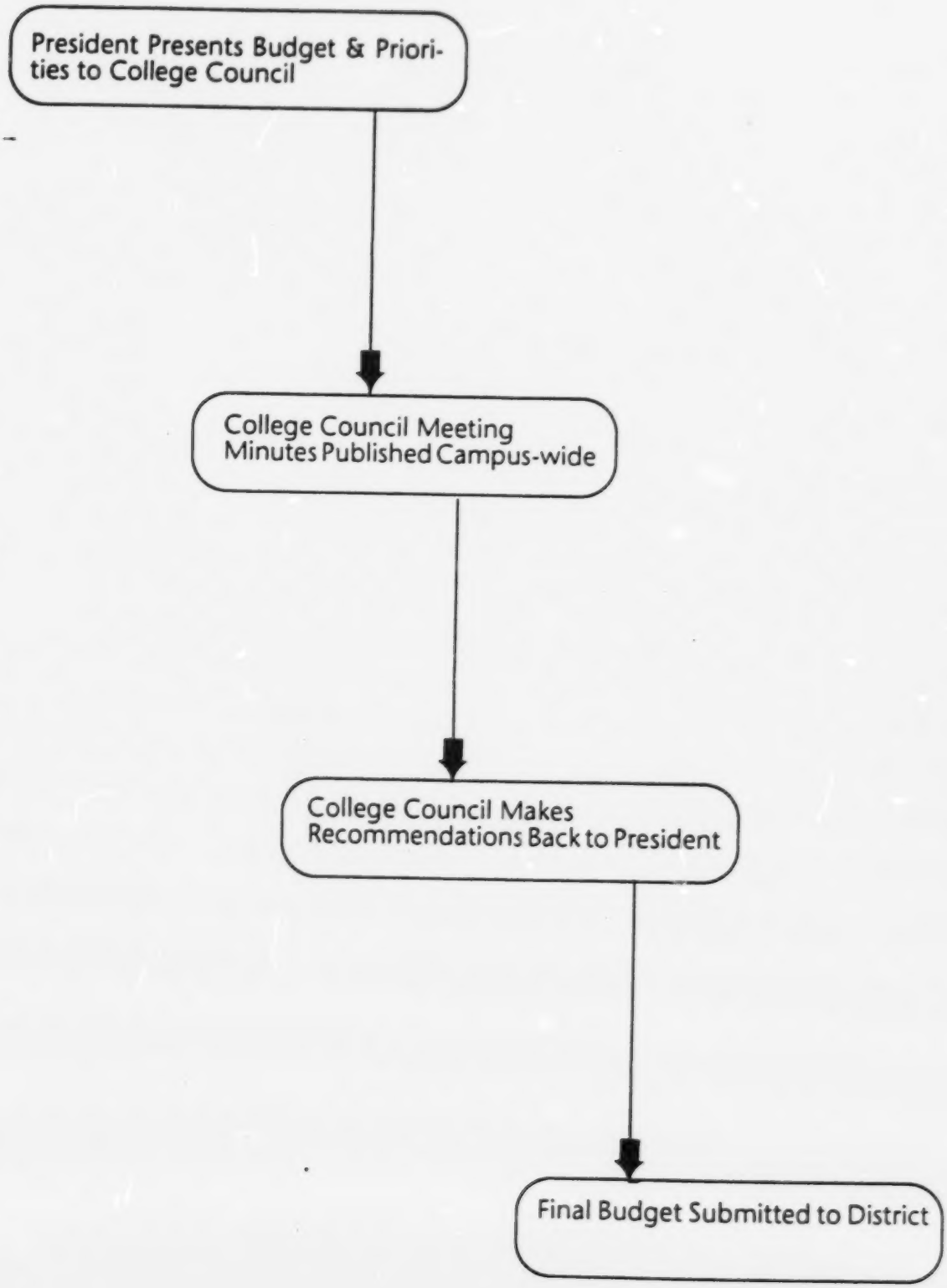
President/Vice Presidents Meeting
Develop Recommended Priority List for Presentation to College Council Priorities above Base Budget

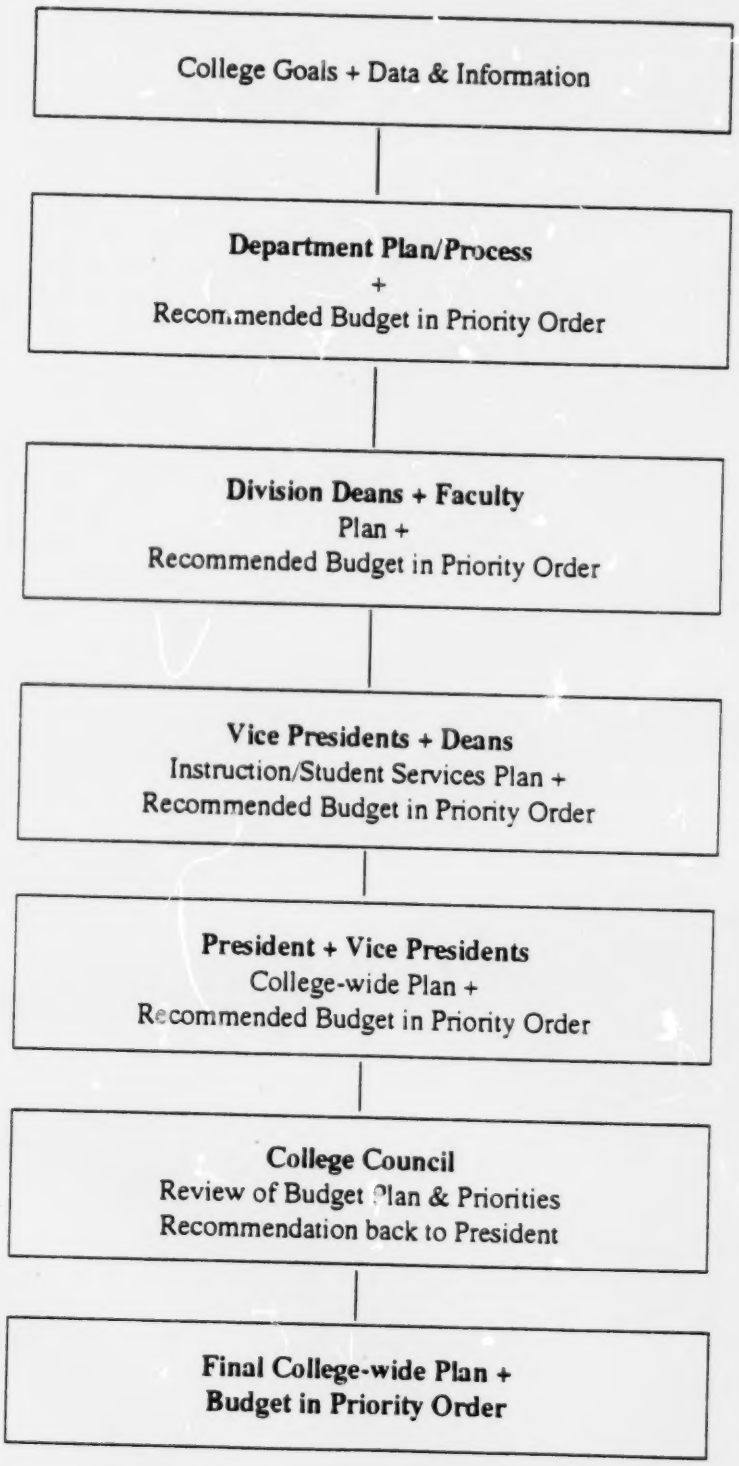

President Presents Budget & Priorities to College Council
College Council Meeting Minutes Published Campus-wide
College Council Makes Recommendations Back to President
Final Budget Submitted to District

Any instrument that attempts to evaluate Student Services must take into account the qualitative aspects of Student Services. It is not appropriate to evaluate Student Services programs on the basis of Weekly Student Contact Hours or FTE. Therefore, we have modified the document to include evaluation indicators for each of our objectives. Furthermore, most Student Services programs by virtue of their categorical funding undergo program reviews by the Chancellor's Office in Sacramento. Provisions should be made to incorporate findings from these reviews as well. As the state accountability model is implemented, this instrument may need further modification. Dynamic assessment is essential for any attempt to review student services programs.

# CollegeCouncil Budget Reviews and Recommendations

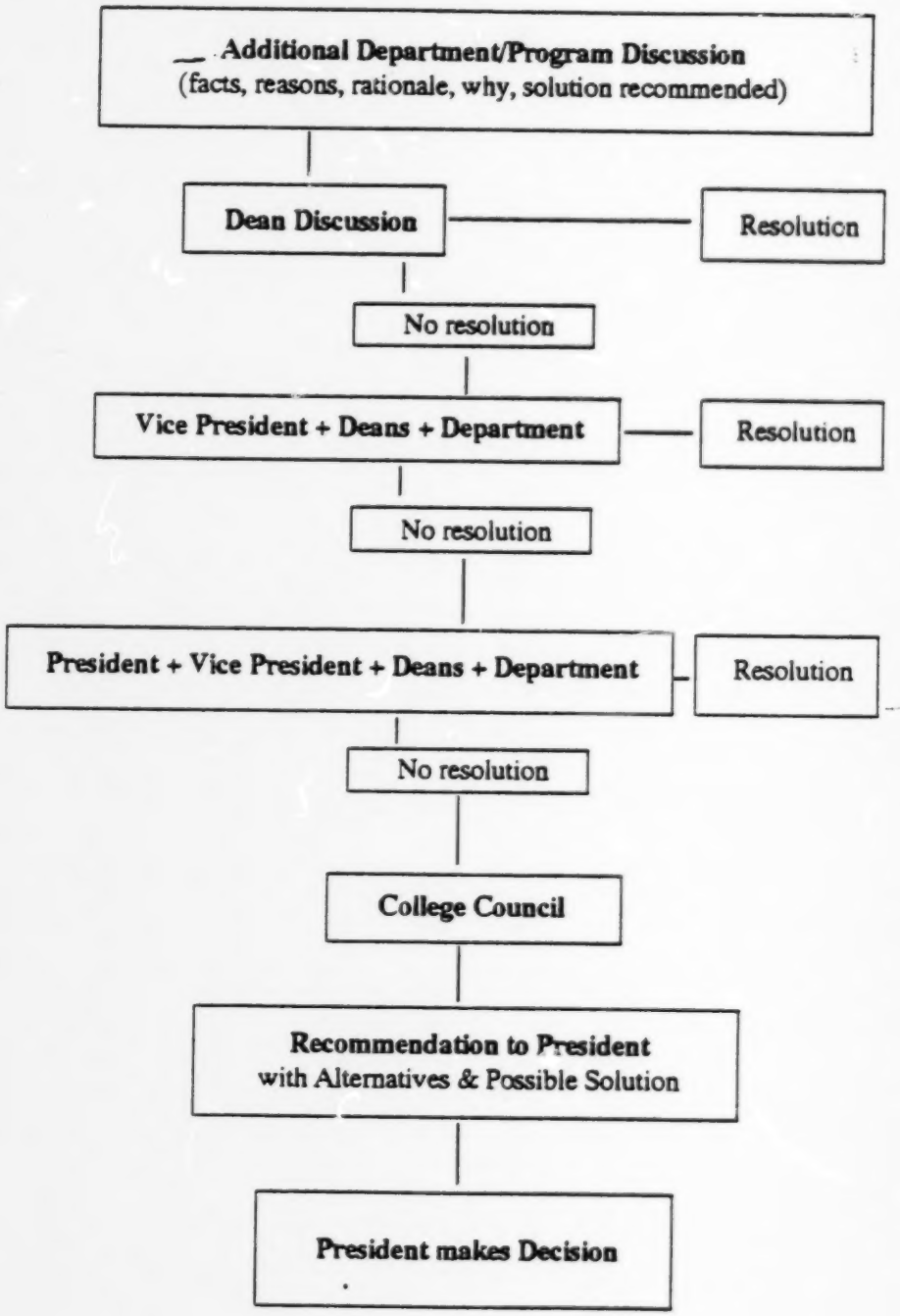
I College Base Budget
II First Level Priorities
III Second Level Priorities
IV Facilities Priorities
V Routine Budget/Planning Process
VII Process for Resolving Budget/ Planning Issues

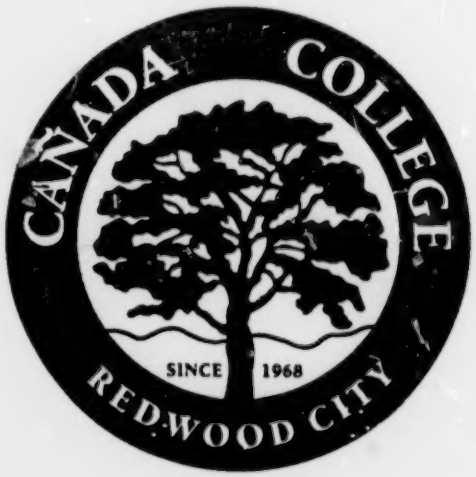
## CAÑADA COLLEGE
## ROUTINE BUDGET/PLANNING PROCESS



CAÑADA COLLEGE COUNCIL

# Process for Resolution of Budget/Planning Issues






# Cañada College

*Community College League*
*1992 Annual Convention*

# College Governance, Program Self-Assessment, Planning and Budgeting

**Fall 1992**

**Cañada College Presentation**
***for***
**Community College League**
**1992 Annual Convention**

**Introduction**.....**Carole Bogue-Feinour**
***Vice President, Instruction***

**Over-View, Planning and Budgeting**.....**M. Douglas Kechter**
***President, Cañada College***

**Governance Model**.....**Bruce Edmonds**
***President, Faculty Senate***

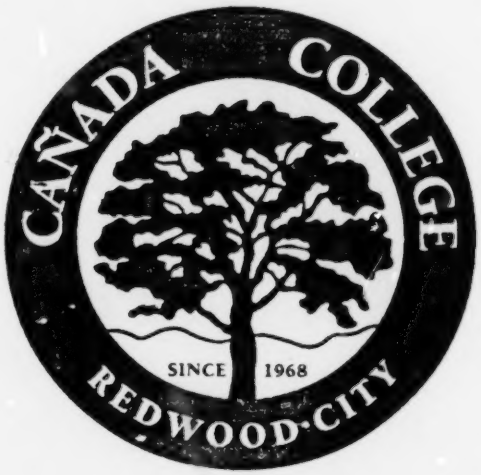
**Review Instruction Div/Dept Process**.....**Grace Adams**
***Dean, Business/Social Sciences Division***

**Review Student Services Model**.....**Olivia Martinez**
***Vice President, Student Services***

**College Council Role/Review**.....**David Eakin**
***President, College Council***

**Classified Council Role/Review**.....**Debbie Clark**
***President, Classified Council***

**Student Government Role/Review**.....**Fermin Irigoyen**
***District Student Trustee***




# Cañada College

# College Governance Model

Revised
June 1992

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JUNE, 1992

# C A Ñ A D A  C O L L E G E

## POLICY AND PROCEDURES

### I. PHILOSOPHY

Shared governance is a decision-making process committed to the best interests of our students and our institution based upon participation of those affected by decisions in an environment of cooperation and trust.

### II. PURPOSE

One of the basic principles of academic governance in higher education is that effective decisions derive not only from the powers vested in governing boards and colleges by law, but also from the knowledge and experience possessed by the faculty, administration, staff and students. Because both sources of information are vital to the development and implementation of sound educational policy, Cañada College wishes to encourage to the greatest extent possible the practice of shared governance. Shared governance recognizes and indeed is predicated on the sincere commitment on the part of all participants to our students, our professions and to our institution. It is a complex process of consultation that demands from faculty, administrators, classified staff and students a respect for divergent opinions, a sense of mutual trust and a willingness to work together for the good of the instructional enterprise. Shared governance embraces the basic objective that all key parties of interest should be given the opportunity to participate in jointly developing recommendations and priorities for the well-being of the institution.

### III. PROPOSED COLLEGE COUNCIL

A. Composition

| | |
|---|---|
| Faculty | |
| Full-Time (one from each of the four divisions) | 4 |
| Adjunct | 1 |
| Classified | 3 |
| Students | 2 |
| Administrative | 2 |
| President (ex-officio, non-voting, non-presiding) | |

B. The College Council is advisory to the College President.

C. Selection

Each organization will appoint its members in consultation with the President.

The Faculty Senate will appoint adjunct faculty.

D. Term

1. Terms will be for two years (August-June) except for initial appointments and any mid-term replacements, which will result in staggered terms, and for any ex-officio appointments which will reflect current office holders whatever their position terms of office may be. Appointments will be made by June preceding the term of appointment.

2. Student terms will be for one year August 15-June 30) with appointments made in June.

E. Chair

The Council will select its chair annually at the last meeting in June to serve the following year. The chair will be selected from the faculty.

IV. MEETINGS

A. Rules of Procedure for Conduct of Meetings

1. Consensus Method

The Consensus Method (general agreement of opinion based on reports, data and information present; judgement arrived at theory discussion and agreement). In the event that consensus cannot be reached, Robert's Rules of Order will be followed in reaching a recommendation.

a. Robert's Rules of Order
b. Decision

2. Quorum

a. A quorum must be present to hold a meeting. For this purpose a quorum is defined as 50% plus one (1) of the Council's voting members.

3. Decisions

a. Decisions will be made by consensus. If consensus is not reached after three presentations, a motion will be made, seconded and passed by the majority of voting members in attendance. Tied votes fail.

B. Actions

The College has established a College Council to insure faculty,. staff and students the right to participate effectively in college governance.

All actions of the committee will be forwarded to the President in the form of a recommendation. The President will rely upon the advice and judgement of the College Council.

C. Agenda

1. Distribution

Agenda packets will be distributed by the President's Office one (1) week in advance of meetings to the Chair of the Academic Senate, Classified Council, Associated Student Senate and adjunct faculty.

The College President and the College Council Chair will be responsible for developing and approving College Council agendas. Council members may request that an item be included on the agenda by completing the agenda item request form. The President and Chair will review with Council all requests not approved for agendas. The Council may decide by consensus to include items on a future agenda not approved by the President and College Council Chair.

V. CLERICAL SUPPORT

The Executive Secretary to the President will provide clerical support to the Council to include attending all meetings to take minutes, preparing and distributing agendas and providing associated assistance to the chair of the Council.

VI. POLICY AND PROCEDURE CHANGES

A. Any member of the Council may request a rule change.

B. The initial presentation/discussion would constitute "first reading." A "second reading" would occur at the next meeting of the Council and the proposed rule change would appear on the agenda as a discussion item.

If all members of the Council are present, a vote may be taken. If all members are not present, consideration of the item will appear on the agenda of the next meeting for a "third reading" and action. Following the third reading, the issue can be voted on with a quorum present.

VII. SCOPE

A. The scope of the Council shall be:

1. Proposed College/District policy changes

2. College planning and budget

a. Facilities and equipment planning

(1) building and equipment
(2) maintenance and operations

b. Institutional Planning

(1) program review: long-range planning
(2) budget review and recommendations for prioritizing funding: short and long-range planning
(3) institutional staffing: impact on budget of organizational growth/reduction (certificated, classified, hourly)

c. College Master Planning

(1) Review and recommendation of college direction and emphasis

3. Accreditation review with faculty Liaison Officer

B. In the event that a department/discipline has not received, in their judgement, a proper consideration for its requests/recommendations, the following procedure will be used by the College Council to consider unresolved Budget, Policy, and Planning issues.

CAÑADA COLLEGE COUNCIL

## Process for Consideration of Unresolved Budget/Planning Issues

A. Time Limit for Discussion

1. Limit of 15-minute presentations for each department/discipline and administrative presentation (30-minute total).

B. Supporting materials to be sent to College Council at least one week in advance of meeting.

C. Presentation: Two Reports

1. President & Administrators

2. Department + Program

3. Reports to College Council will address the following (from both President/Administrators/ Departments):

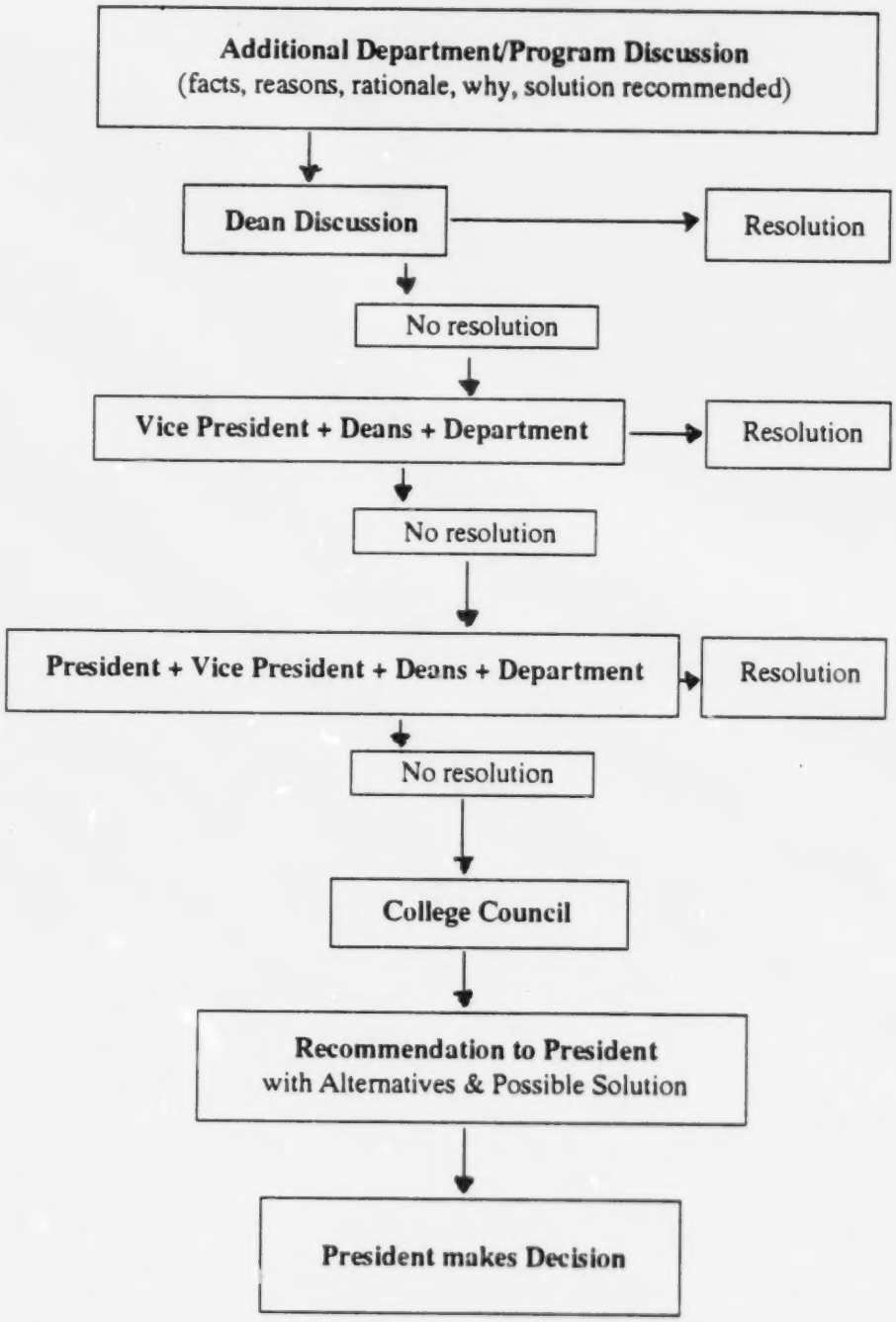
   a. Stated Request
   b. Facts
   c. Rationale
   d. Effect
   e. Recommendation and any Alternatives
   f. Additional Material

D. No decision is made at the time of the presentation.

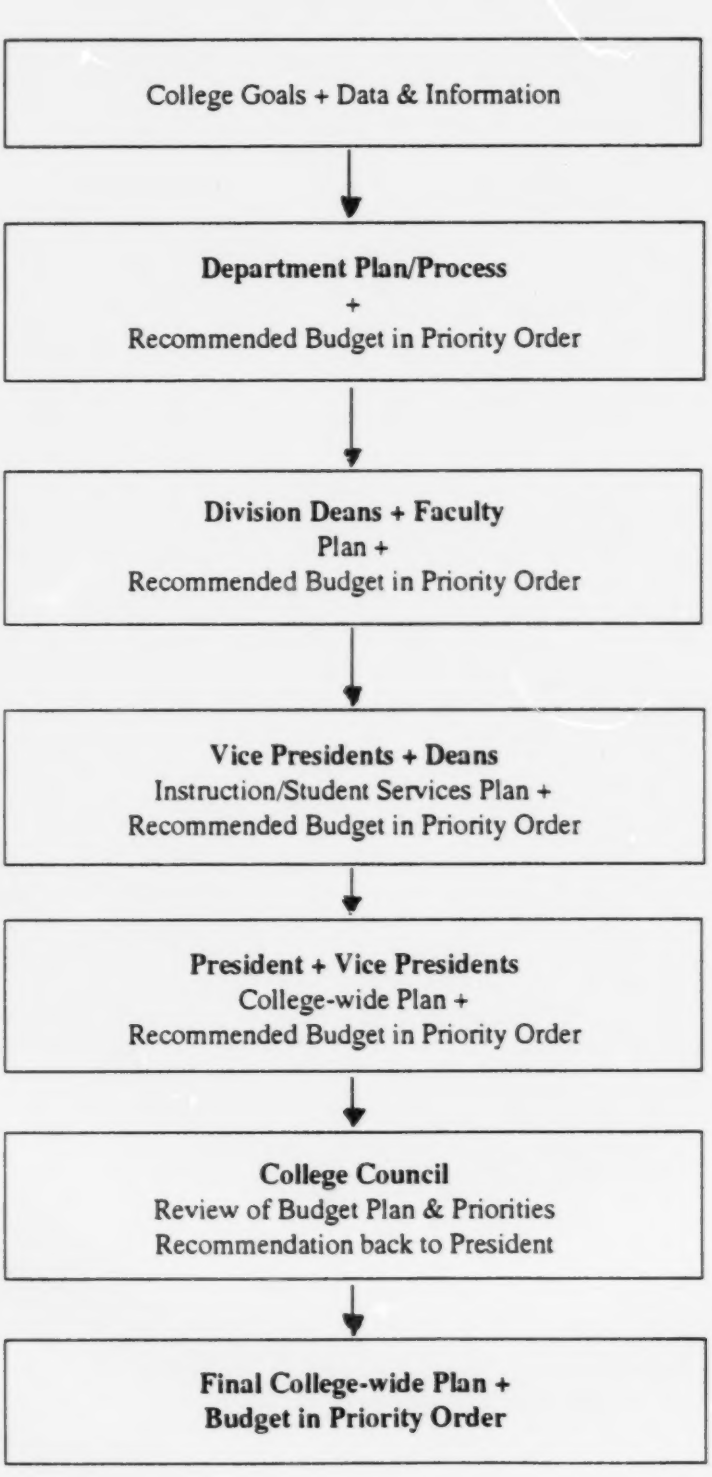
E. Next meeting, the issue will be on the agenda for discussion, recommendation, and response back to the department with a solution.

CAÑADA COLLEGE COUNCIL

# Process for Assisting to Resolve Budget/Planning Issues



## CAÑADA COLLEGE
## ROUTINE BUDGET/PLANNING PROCESS



# Cañada College

# Internal Program Planning and Budgeting

## Instruction Programs

Fall 1992

# INTERNAL PROGRAM PLANNING, AND BUDGETING

## CAÑADA COLLEGE

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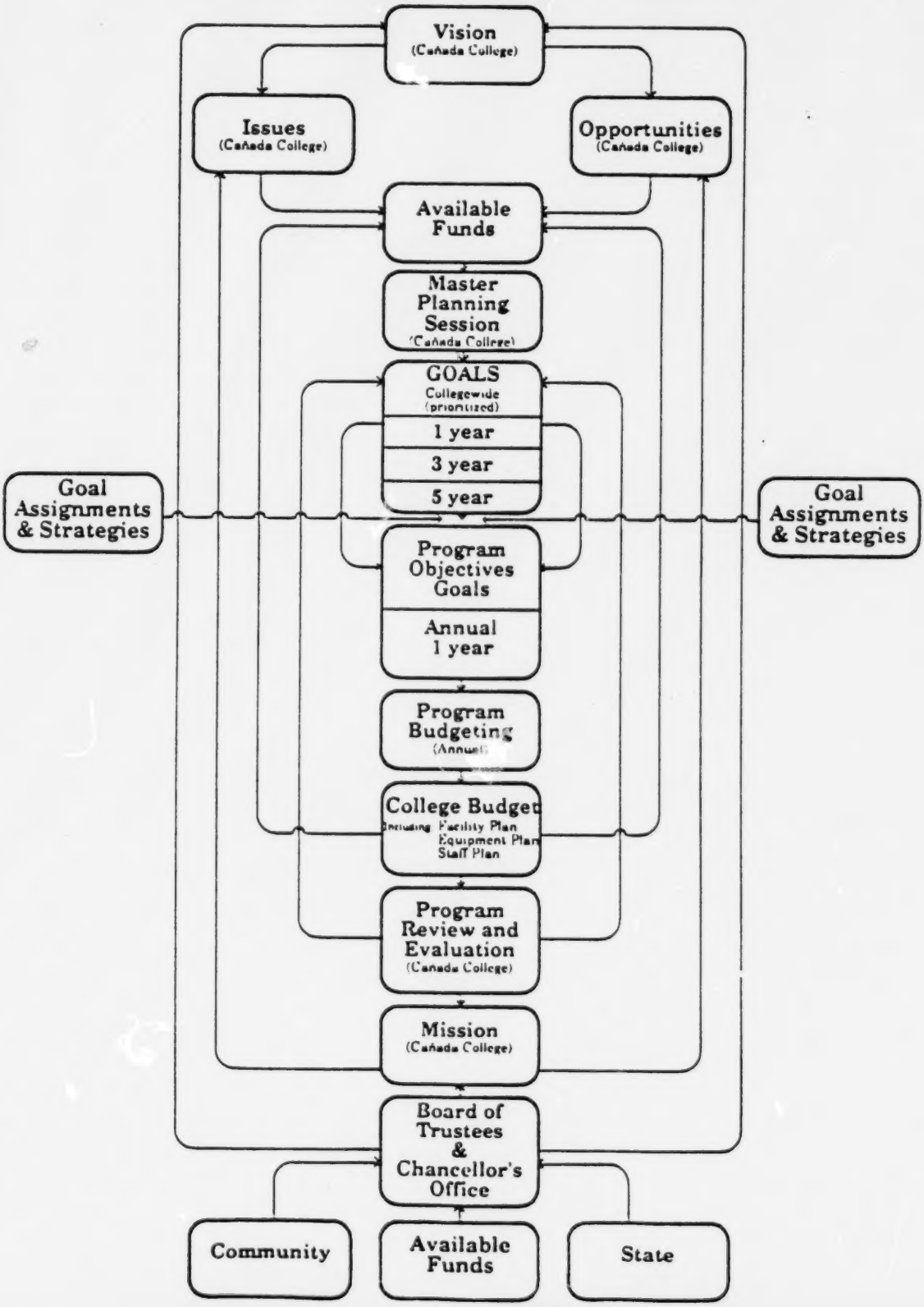
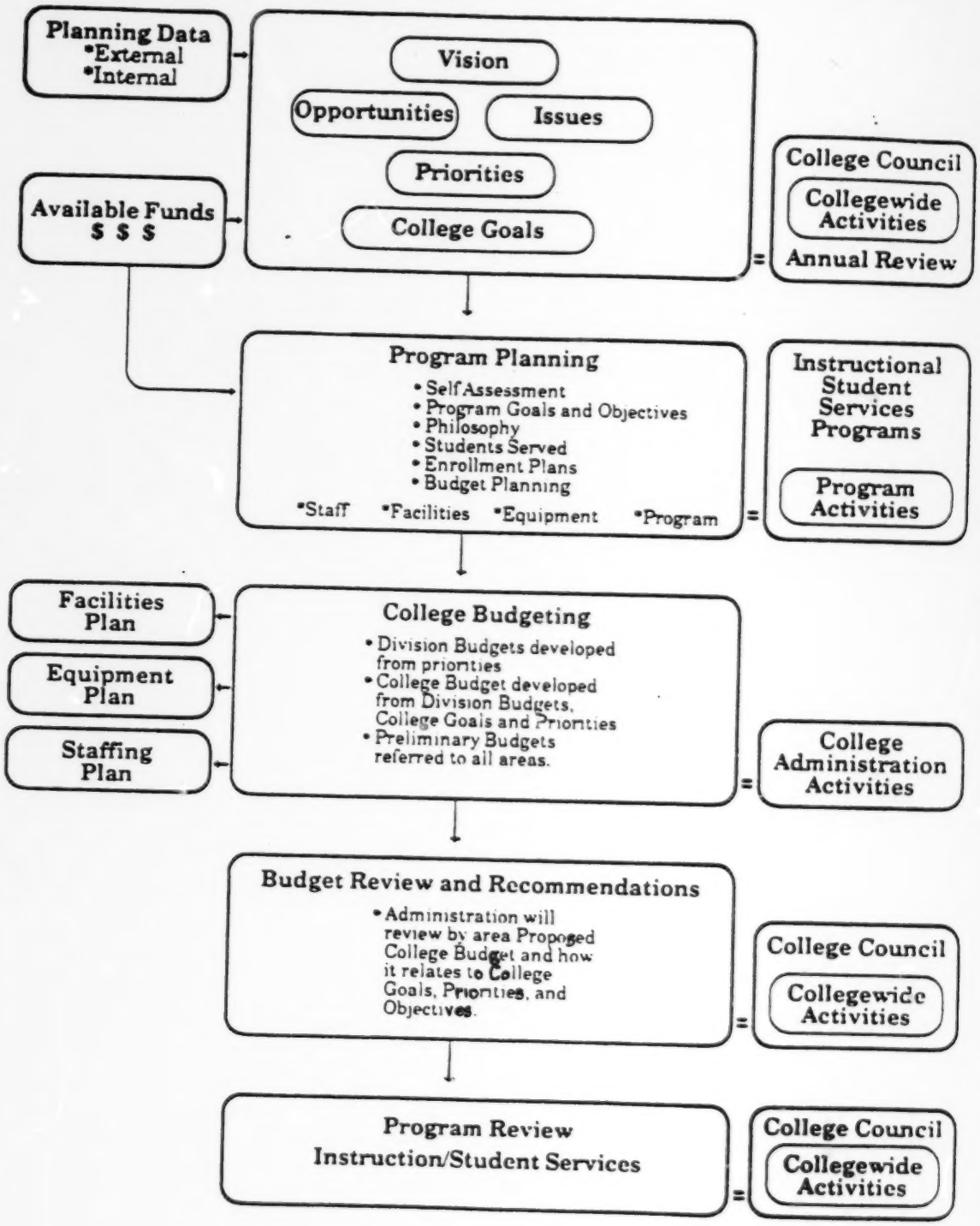
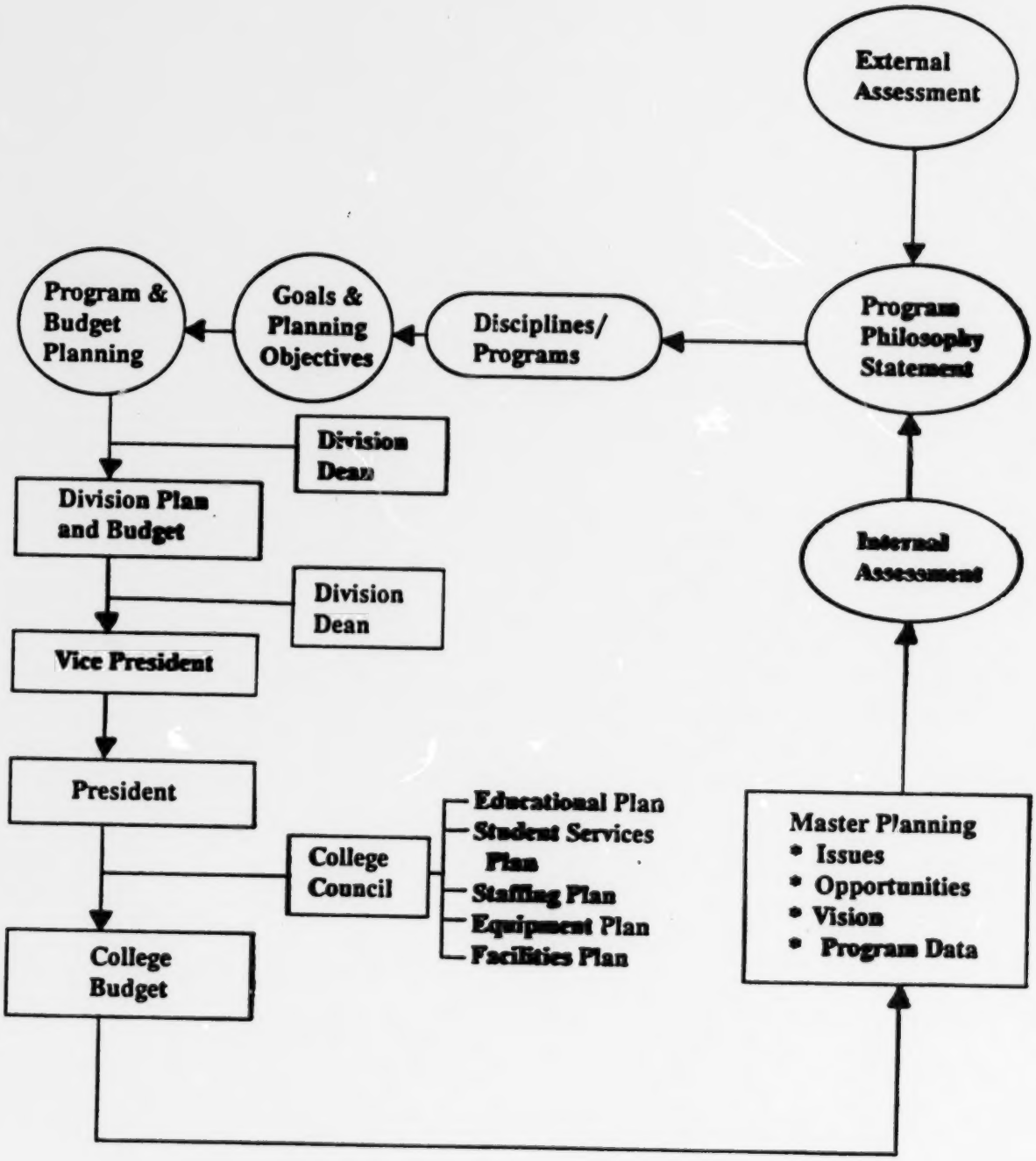
# Cañada College
# Master Planning Process



# Cañada College
# Planning, Budgeting, and Governance



# Cañada College
# PROGRAM REVIEW & BUDGETING MODEL



# PROGRAM REVIEW WORKSHEETS

# I. PROGRAM REVIEW WORKSHEETS 1992-93

## A. PROGRAM PHILOSOPHY:

## B. STUDENTS TO BE SERVED:

Description of students (age, ethnicity, etc.); needs of students; present description of students; future profile of students.

C. ASSESSMENT OF PREVIOUS YEAR'S GOALS AND OBJECTIVES.

# PLANS FOR 1993-1996

# II. PROGRAM PLANS AND OBJECTIVES

## A. GOALS AND OBJECTIVES:

1. Goal:_____

_____

a. Objective:_____

_____

b. Objective:_____

_____

2. Goal:_____

_____

a. Objective:_____

_____

b. Objective:_____

_____

3. Goal: _____

_____

a. Objective: _____

_____

b. Objective: _____

_____

4. Goal: _____

_____

a. Objective: _____

_____

b. Objective: _____

_____

5. Goal: _____

_____

a. Objective: _____

_____

b. Objective: _____

_____

## B. PLANS FOR RETENTION

1. Goal:_____

_____

a. Objective:_____

_____

b. Objective:_____

_____

2. Goal:_____

_____

a. Objective:_____

_____

b. Objective:_____

_____

3. Goal:_____

_____

a. Objective:_____

_____

b. Objective:_____

_____

## C. GOALS FOR STUDENTS

Based on previously identified changes in programs/services to be offered, what is your goal for the number of student enrollments you will be serving in the upcoming years? (Estimate for Fall Semester only)

| | Estimate Number of Enrollments | Load WSCH/FTE |
|---|---|---|
| Students Served in Fall 1991 (Actual) | _____ | _____ |
| Students Expected to Serve this Fall 1992 | _____ | _____ |
| Students To Be Served: Goal for Fall 1993 | _____ | _____ |
| Fall 1994 | _____ | _____ |
| Fall 1995 | _____ | _____ |

## D. GOALS FOR STAFF

How many FTE staff members do you feel you will need to conduct your planned program in the next few years? (number for total academic year including summer)

Indicate number of FTE's for full year

| | Current 1992-93 | 1993-94 | 1994-95 | 1995-96 |
|---|---|---|---|---|
| Faculty: Full-time | _____ | _____ | _____ | _____ |
| Part-time | _____ | _____ | _____ | _____ |
| Classified Permanent | _____ | _____ | _____ | _____ |
| Classified Hourly | _____ | _____ | _____ | _____ |
| Management/ Administration | _____ | _____ | _____ | _____ |
| Coordination Time | _____ | _____ | _____ | _____ |
| Other Reassigned Time | _____ | _____ | _____ | _____ |
| Total FTE | _____ | _____ | _____ | _____ |
| Probable Retirements | _____ | _____ | _____ | _____ |

## E. FACILITIES, EQUIPMENT, AND CURRICULUM

Based on previously identified changes in programs/services to be offered and/or students to be served, will you have specific facility needs/changes in the next few years? Please list and indicate with an "X" the year needed. On a separate, attached page, please indicate, in priority order, specific plan including diagrams and estimate of the cost.

| Facility Changes | Program | 1993-94 | 1994-95 | 1995-96 |
|---|---|---|---|---|
| | | | | |
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| | | | | |

Based on the previously identified changes in programs/services to be offered and/or students to be served, what do you anticipate will be major equipment expenditures in the upcoming years? List, in priority order, the new equipment needed as part of any facility changes.

| Equipment | Program | 1993-94 | 1994-95 | 1995-96 |
|---|---|---|---|---|
| | | | | |
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| | | | | |
| | | | | |

List any changes in curriculum you anticipate in the coming years, noting on a separate narrative page whether they are in General Education, majors requirements or special offerings, and whether an increase in numbers of class sections is indicated, and in which classes.

| Curriculum | Program | 1993-94 | 1994-95 | 1995-96 |
|---|---|---|---|---|
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

# III. PROJECTED BUDGET

Based on your previously identified changes in programs, services, staff, etc., what do you anticipate your unit budget needs will be over the next few years?

| Object Code | | Current Budget 1992-93 | Proposed Budget 1993-94 | Proposed Budget 1994-95 | Proposed Budget 1995-96 |
|---|---|---|---|---|---|
| 1000 | Faculty Total FTE | _____ | _____ | _____ | _____ |
| 2000 | Classified Total FTE | _____ | _____ | _____ | _____ |
| 3000 | Employee Benefits | N/A | N/A | N/A | N/A |
| 4000 | Books/ Supplies/ Equipment | _____ | _____ | _____ | _____ |
| 5000 | Other Operational Expenses | _____ | _____ | _____ | _____ |
| 6000 | Capital Outlay | _____ | _____ | _____ | _____ |
| 7000 | Other | _____ | _____ | _____ | _____ |

## GLOSSARY

1. Program Review - to assess an institutional program, considering the results of internal and external assessments that can be used for planning and determining needs.

2. Internal Assessment - qualitative and quantitative evaluation of a program, considering such items as enrollments, budget, facilities, equipment, and relationship to other programs, college mission, and vision.

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A. Definition of WSCH, Weekly Student Contact Hours

1. For a given full semester class, WSCH equals the number of students in the class times the number of hours per week the class meets.

Example

If 40 students are enrolled in a History course which meets 3 hours per week, the WSCH for that class would be:

40 x 3 = 120 WSCH.

2. For an instructor, WSCH equals the sum of the WSCHs for all his/her classes.

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The same instructor who taught the History course above also teaches three other sections of History, all of which meet three hours per week, with enrollments of 35, 40, and 45 and Honors Political Science course with 20 students which meets 3 hours per week. The instructor's WSCH would be calculated as follows:

Section 1 40 x 3 = 120
Section 2 35 x 3 = 105
Section 3 40 x 3 = 120
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Section 5 20 x 3 = 60

TOTAL WSCH = 540

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4. Positive attendance accounting is not given in this document.

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This term refers to faculty; there are also full-time equivalent students referred to as FTES (California is in the process of adopting this nomenclature).

1. As applied to full-time faculty, one full-time faculty member is assumed to carry 15 FLCs (faculty load credits) per semester. Normally, one thinks of such a load as teaching five, three-unit classes; however, any method to arrive at 15 FLCs is valid. In some science disciplines where a course carries 7.5 FLCs, conceivably an instructor could teach two courses and still be full time since 2 x 7.5 = 15 FLCs.

2. As applied to part-time faculty, the part-timer's FTE is computed by comparing his/her FLCs to 15. Thus, a part-timer teaching 6 FLC units would be 6/15 FTE, which expressed in decimals is .40 FTE.

3. As applied to a department, a department's FTE would be the sum of the FTE for each faculty in the department.

Example

A department is composed of 4 full-time faulty, 3 part-timers who teach 3 units, 1 part-timer who teaches 6 units, and 1 who teaches 9 units. The department's FTE would be calculated as follows:

3 part-timers x 3/15 = .60 FTE
1 part-timer x 6/15 = .40 FTE
1 part-timer x 9/15 = .60 FTE
4 full-timers = 4.00 FTE

Total FTE 5.60 FTE

4. For a division, FTE equals the sum of the FTEs for each department within the division.

C. Definition and Interpretation of WSCH/FTE

WSCH/FTE is a ratio comparing weekly student contact hours generated to full-time faculty necessary to generate that WSCH. This ratio is referred to as load.

Example

The department in the previous example is found to have generated 2800 WSCH. It has 5.60 FTE faculty. Therefore:

$$\text{WSCH/FTE} = 2800 \div 5.60 = \underline{500}$$

12. Expenditures

A. Salary Costs

Most of the time when we refer to the cost of a class we are referring only to the instructor's salary; i.e., salary cost. Most income-expense ratios in fact compare ADA income to salary cost. However, there are many other costs that one must consider when analyzing whether or not income balances expense.

B. Direct Support Costs

Direct support costs include those costs directly supporting the instructor or the instructor's activity in the classroom: e.g., employee benefits, instructional aides/lab assistants, supplies, equipment, printing and duplicating costs, paid guest lecturers, field trip transportation, repair contracts, or minor remodeling. These costs can clearly be shown to be unique to the class or department in question.

C. Other Direct Costs

Other direct costs are those associated directly with the programs within in a division but which cannot be ascribed to any one course or department within the division: e.g., Division Dean's salary; salaries of secretarial staff; benefits for both; and any supplies, equipment, or services provided on a centralized basis for shared use by individual faculty or departments within a division.

D. Total Direct Costs

The sum of all of the above costs represents the total direct costs for a division (salary, direct support, other direct).

E. Indirect Support Costs

All other costs in the district are considered indirect costs or overhead; for example:

1. Campus indirect costs: examples include library/media, President's and Vice Presidents' salaries, counseling, admissions and records, buildings, grounds, payroll, public information, publicity, utilities (heat, light, water).

2. District indirect costs: examples include District office administrative and classified salaries and benefits, ITS.

F. Total Program Costs

The total cost for any program is the sum of its direct and indirect costs. A rule of thumb for estimating total costs is to double the direct costs, being sure to include fringe benefits as part of the direct costs. For programs that have relatively high direct costs by virtue of being heavily dependent on supplies, equipment, classified staff, etc., a doubling of direct costs may overstate their total cost. For programs that have relatively low direct costs by virtue of having few full-time staff and minimum requirements for supplies and equipment, a doubling of direct costs may understate their total cost.

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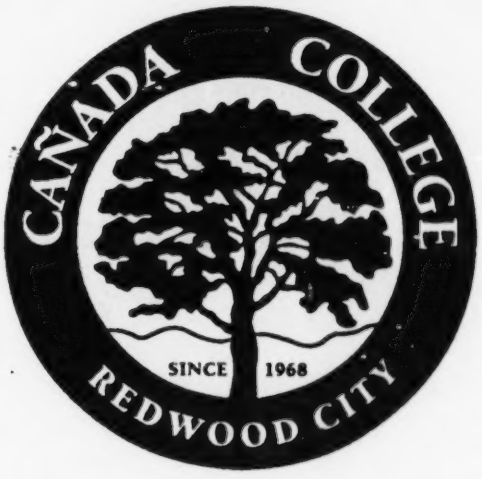
From the above analysis, it can be concluded that for a program to support itself, or "break even," its ADA revenue should be about twice its direct costs. While some programs may have a higher ADA income to direct expense ratio than others, the overall balance for all ADA generating programs in the college should be an income to expense ratio of about 2 to 1.




# Cañada College

# Internal Program Planning and Budgeting

## Student Services Programs

Fall 1992

# INTERNAL PROGRAM PLANNING, AND BUDGETING

# CAÑADA COLLEGE

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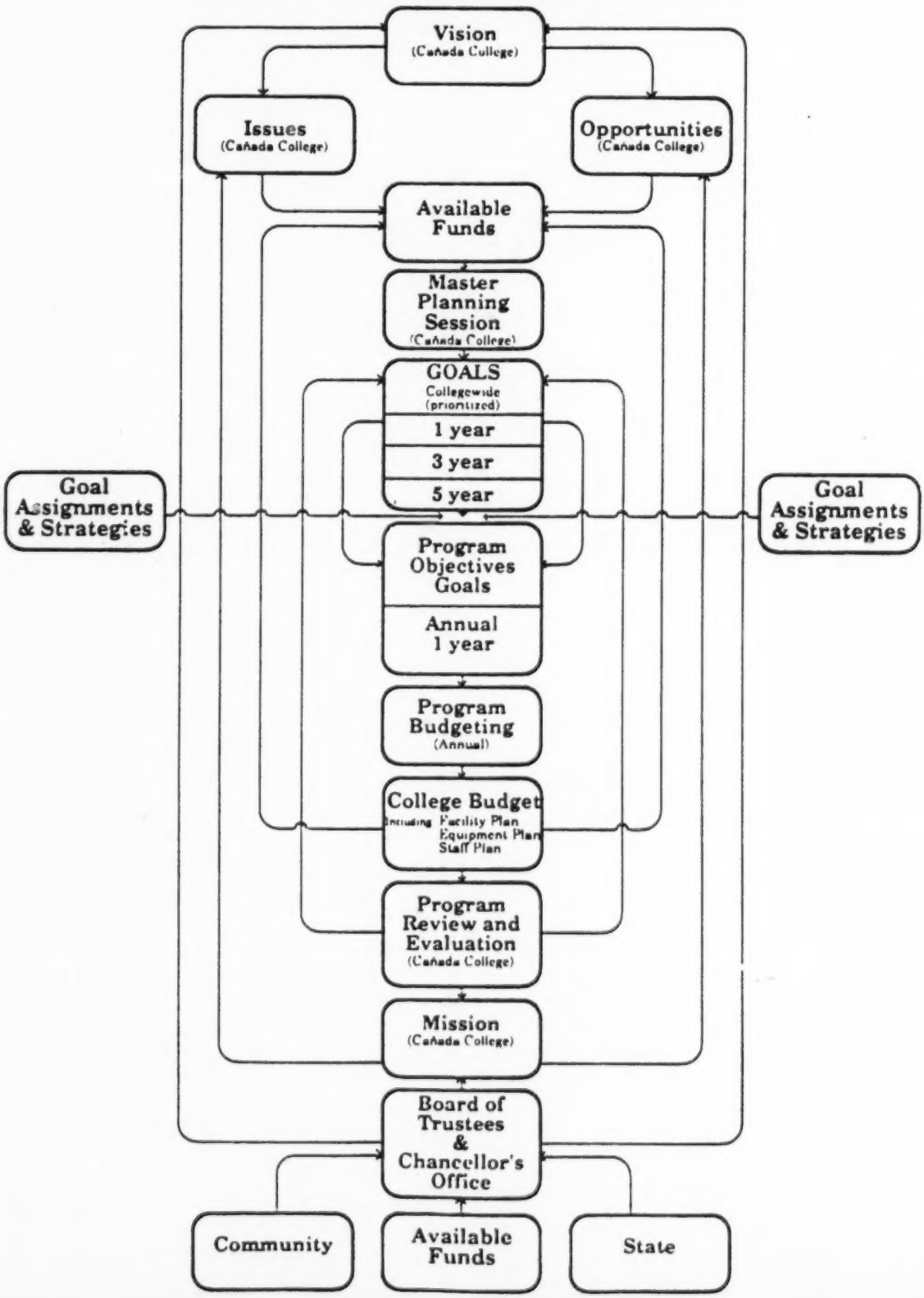
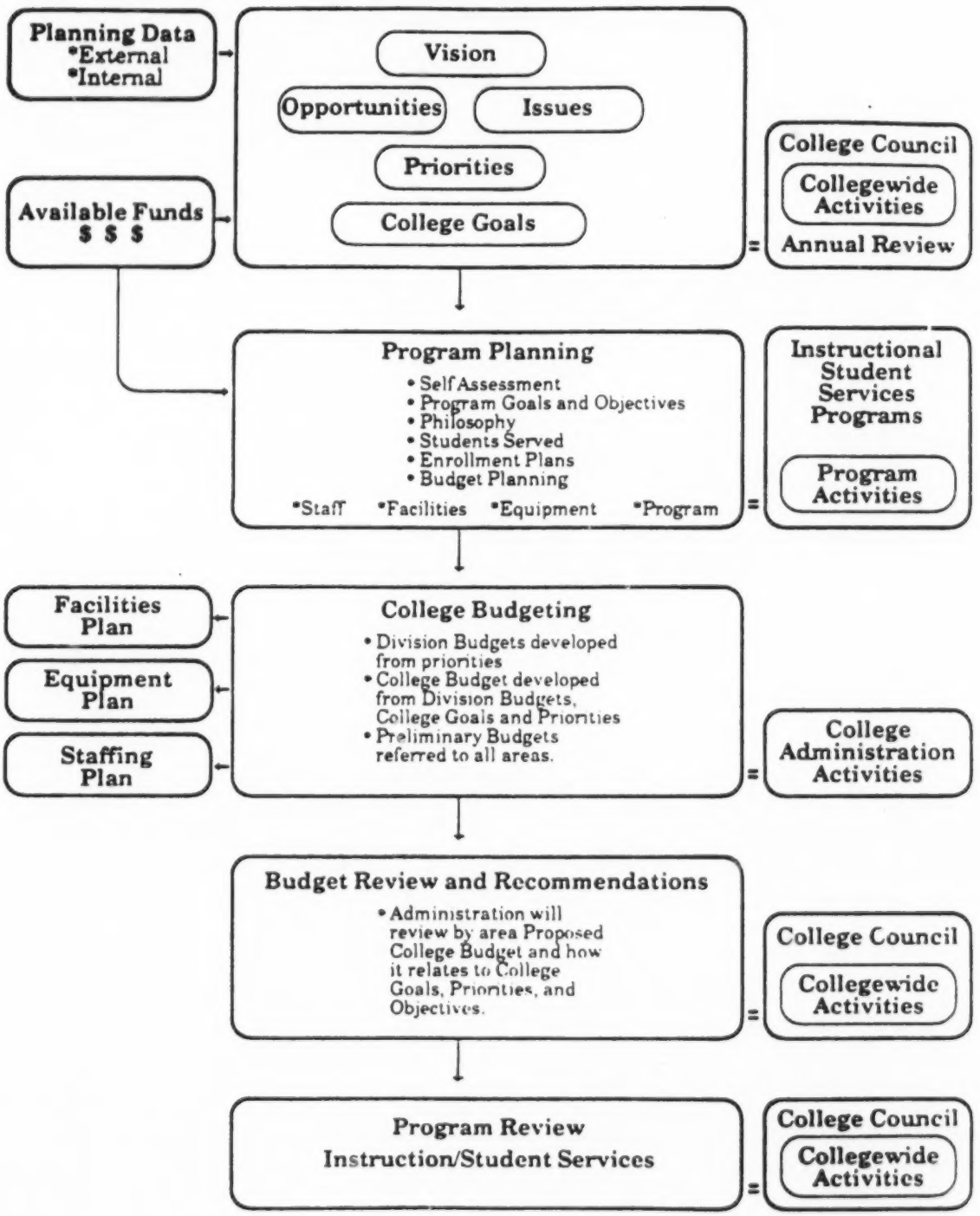
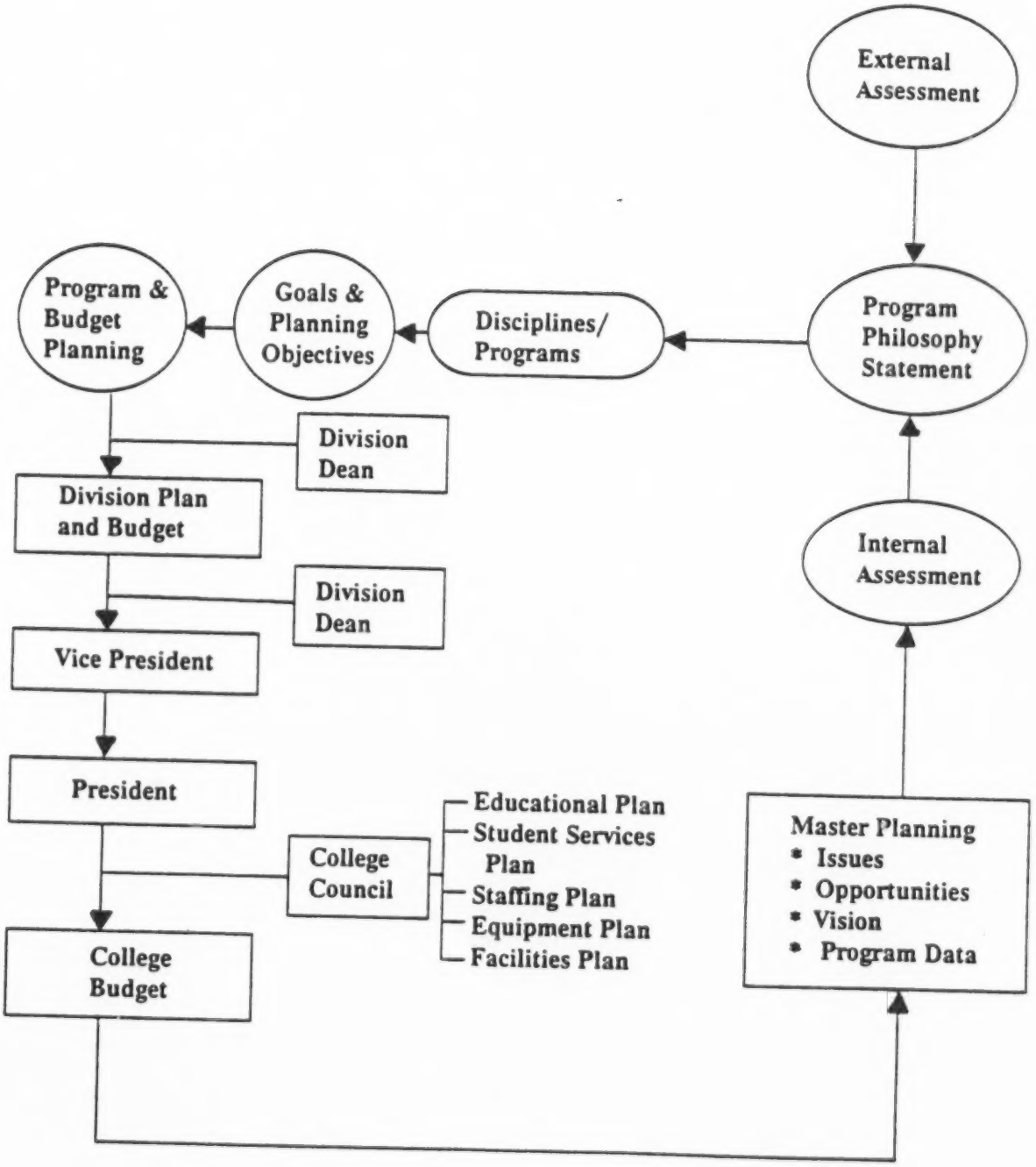
# Cañada College
# Master Planning Process



# Cañada College
# Planning, Budgeting, and Governance



# Cañada College
# PROGRAM REVIEW & BUDGETING
# M O D E L



# PROGRAM REVIEW WORKSHEETS

# I. PROGRAM REVIEW WORKSHEETS 1992-93

## A. PROGRAM PHILOSOPHY:

## B. STUDENTS TO BE SERVED:

Description of students (age, ethnicity, etc.); needs of students; present description of students; future profile of students.

## C. ASSESSMENT OF PREVIOUS YEAR'S GOALS AND OBJECTIVES.

# PLANS FOR 1993-1996

# CAÑADA COLLEGE 1993-94

## II. PROGRAM PLANS AND OBJECTIVES

### A. GOALS AND OBJECTIVES:

1. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

2. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

3. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

4. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

5. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

## B. PLANS FOR RETENTION

1. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

2. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

3. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

## C. PLANS FOR RECRUITMENT

### a. GENERAL RECRUITMENT

1. Goal: _____

_____

a. Objective: _____

Evaluation Indicator: _____

b. Objective: _____

Evaluation Indicator: _____

2. Goal: _____

_____

a. Objective: _____

Evaluation Indicator: _____

b. Objective: _____

Evaluation Indicator: _____

3. Goal: _____

_____

a. Objective : _____

Evaluation Indicator: _____

b. Objective: _____

Evaluation Indicator: _____

**b. UNDERREPRESENTED POPULATIONS**

1. Goal:_____ _____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

2. Goal:_____

_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

3. Goal:_____

_____

Evaluation Indicator:_____

a. Objective:_____

Evaluation Indicator:_____

b. Objective:_____

Evaluation Indicator:_____

## C. GOALS FOR STUDENTS

Based on previously identified changes in programs/services to be offered, what is your goal for the number of student enrollments you will be serving in the upcoming years? (Estimate for Fall Semester only) Complete as appropriate for Student Services Programs.

| | Estimate Number of Enrollments | Load WSCH/FTE |
|---|---|---|
| Students Served in Fall 1991 (Actual) | _____ | _____ |
| Students Expected to Serve this Fall 1992 | _____ | _____ |
| Students To Be Served: Goal for Fall 1993 | _____ | _____ |
| Fall 1994 | _____ | _____ |
| Fall 1995 | _____ | _____ |

## D. GOALS FOR STAFF

How many FTE staff members do you feel you will need to conduct your planned program in the next few years? (number for total academic year including summer)

**Indicate number of FTE's for full year**

| | Current 1992-93 | 1993-94 | 1994-95 | 1995-96 |
|---|---|---|---|---|
| Faculty: Full-time | _____ | _____ | _____ | _____ |
| Part-time | _____ | _____ | _____ | _____ |
| Classified Permanent | _____ | _____ | _____ | _____ |
| Classified Hourly | _____ | _____ | _____ | _____ |
| Management/ Administration | _____ | _____ | _____ | _____ |
| Coordination Time | _____ | _____ | _____ | _____ |
| Other Reassigned Time | _____ | _____ | _____ | _____ |
| Total FTE | _____ | _____ | _____ | _____ |
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## E. FACILITIES, EQUIPMENT, AND CURRICULUM

Based on previously identified changes in programs/services to be offered and/or students to be served, will you have specific facility needs/changes in the next few years? Please list and indicate with an "X" the year needed. On a separate, attached page, please indicate, in priority order, specific plan including diagrams and estimate of the cost.

| Facility Changes | Program | 1993-94 | 1994-95 | 1995-96 |
|---|---|---|---|---|
| | | | | |
| | | | | |
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| | | | | |

Based on the previously identified changes in programs/services to be offered and/or students to be served, what do you anticipate will be major equipment expenditures in the upcoming years? List, in priority order, the new equipment needed as part of any facility changes.

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|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

List any changes in curriculum you anticipate in the coming years, noting on a separate narrative page whether they are in General Education, majors requirements or special offerings, and whether an increase in numbers of class sections is indicated, and in which classes.

| Curriculum | Program | 1993-94 | 1994-95 | 1995-96 |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# III. PROJECTED BUDGET

Based on your previously identified changes in programs, services, staff, etc., what do you anticipate your unit budget needs will be over the next few years?

| Object Code | Current Budget 1992-93 | Proposed Budget 1993-94 | Proposed Budget 1994-95 | Proposed Budget 1995-96 |
|---|---|---|---|---|
| 1000 Faculty Total FTE | _____ | _____ | _____ | _____ |
| 2000 Classified Total FTE | _____ | _____ | _____ | _____ |
| 3000 Employee Benefits | N/A | N/A | N/A | N/A |
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## STUDENT SERVICES TERMINOLOGY

**Matriculation** - A Program to help students achieve their educational goals bproviding information and guidance concerning the choices that are available to them. To "matriculate" means "to enroll" and "to admit to membership and privileges." Thus, matriculation is a process which requires a commitment on the part of both the student and the college.

**Pre-Collegiate Basic Skills** - Courses in reading, writing, computation, learning skills, study skills, and English as a Second Language which are designated as non-degree credit courses.

**Exemption** - Waiving or deferring a student's participation in orientation, assessment, counseling or advisement.

**Student Follow-up** - The process of monitoring a student's progress toward his or her educational goals and providing the student with appropriate advice based on the results of such monitoring.

**Counseling** - 1 FLC is equal to 33 students (30 hours per week on campus for full-time counselors).

**Concurrent Student** - A student currently attending high school and who has completed his/her sophomore year and has earned and maintained a grade point average of 2.0 or higher in high school may, with authorization, also take a course at a community college.

**A.D.A.** - Average Daily Attendance - a mathematical formula for computing student attendance to be reported to the State for apportionment purposes.

**320 Report** - An apportionment attendance report sent to the State three times a year in order to receive funding from the State.

**Articulation** - An agreement between post-secondary colleges and State colleges and Universities regarding classes that are equivalent and transferable.

**G.E. Certificate** - A certification that a student has met the general education requirements of the California State University.

**Scan Sheets** - Computer read forms that are "bubbled" by the faculty.

**First Census Enrollment Scan Sheets** - A computer generated form listing all officially enrolled students in each class. Instructors are asked to report any students who

have withdrawn from their class by "bubbling" in a drop date..Positive Attendance - A computer generated form listing all officially registered students in each class. Instructors are asked to report the number of class meetings each students has attended as well as any drop dates.

Academic Renewal - A maximum of two semesters and one summer session of substandard work (less than a 2.0 GPA), not reflective of the students present scholastic level of performance, may be alleviated and disregarded in the computation of grade point average.

Grade Alleviation - A student who has received a grade of D, F, or NC in a course taken at a college of the San Mateo County Community College District may, with authorization, repeat the course for purposes of grade alleviation. On petition to the Office of Admissions and Records, the student may have the grade of the repeated course used in computation of the grade point average. The original grade will remain on the transcript, but will no longer affect the grade point average.

Midterm Deficiency Report - a report completed by the instructor of a class in which the student is making unsatisfactory progress (D, F, or NC) at Midterm Report Week.

Resident - A person who has lived in California one year and one day prior to the start of the semester and meets eligibility requirements for establishing California residency.

Non-Resident - A person who has not lived in California one year and one day prior to the start of the semester, even though they are a U.S. citizen or legal immigrant. International Students and someone in the U.S. on a temporary visa are also non-residents.

International Student - A legal resident of another country who is in the U.S. temporarily on a F-1 visa, to study.

F-1 Status - A visa for students coming to the U.S. for the sole purpose of studying.

I-20 Form - A certificate of eligibility for nonimmigrant (F-1) student status, for academic and language student.

Student Accident and Health Insurance - Insurance which is available for purchase by eligible SMCCCD students (minimal units required) to deal with acute illnesses or accidents to student and/or immediate family.

Dental Insurance - insurance which is available for purchase by any SMCCCD student to provide evaluation, prophylaxis and treatment of dental programs for student and/or immediate family.